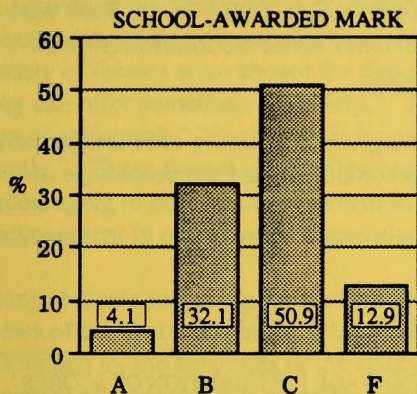


Student Evaluation

CANADIAN

English 33 Diploma Examination Results

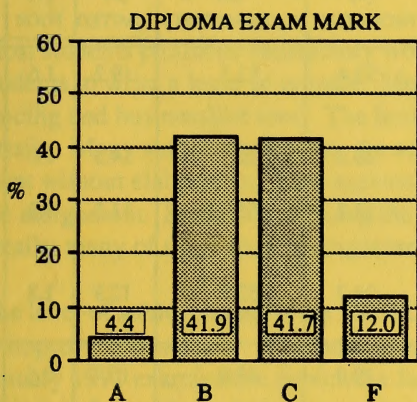
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The summary information in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1991 administration of the English 33 Diploma Examination. The information is most helpful when used in conjunction with the detailed school and jurisdiction reports that have been mailed to schools and school jurisdiction offices. An annual provincial report containing a detailed analysis of the combined January, June, and August results will be available by the end of 1991.

DESCRIPTION OF THE EXAMINATION

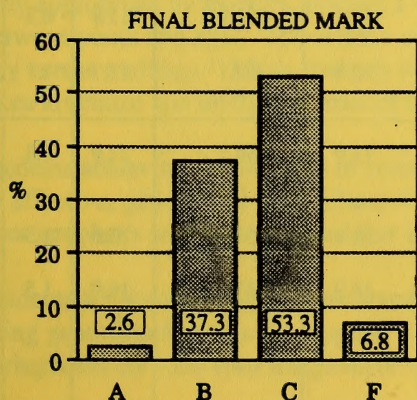
The English 33 Diploma Examination consists of two parts: a written-response section worth 50% and a multiple-choice section worth 50%.



ACHIEVEMENT OF STANDARDS

The information reported is based on the final blended marks achieved by 3 968 students who wrote the January 1991 examination.

- 93.2% of these students achieved the acceptable standard (a final blended mark of 50% or higher).
- 2.6% of these students achieved the standard of excellence (a final blended mark of 80% or higher).



PROVINCIAL AVERAGES

- The average school-awarded mark was 60.1%.
- The average diploma examination mark was 62.7%.
- The average final blended mark, representing an equal weighting of the diploma examination and school-awarded marks, was 61.9%.

PART A: WRITTEN RESPONSE

Part A: Written Response is written at a different time from Part B: Reading (Multiple Choice) and contributes 50% of the total examination mark. Students are required to complete three writing assignments, each of which assesses a variety of writing and thinking skills.

Readers will find the results most meaningful in the context of the assignments and the scoring descriptors. The most useful starting place for reviewing these results is at the (3) SATISFACTORY level. Such work exceeds the pass mark of 50%. The scoring guides that describe proficiency levels are in the *English 33 Diploma Examination Update for 1991*, which is available in all schools.

The table below outlines the requirements for each assignment, the categories for scoring each assignment, the amount each category contributes to the total mark (parts A and B combined), and the percentage of students achieving at the various levels.

BLUEPRINT and PERCENTAGE DISTRIBUTION OF RESULTS

DESCRIPTION OF THE WRITING ASSIGNMENT	SCORING CATEGORY	PROPORTION OF TOTAL MARK (%)	PERCENTAGE DISTRIBUTION OF SCORES					
			(5) EXCELLENT	(4) PROFICIENT	(3) SATISFACTORY	(2) LIMITED	(1) POOR	(0) INS
<u>Personal Response to Literature</u> The student is required to discuss an aspect of literature from a personal perspective.	1. Thought and Detail	10.0	2.0	23.4	53.3	19.2	1.6	0.4
	2. Organization	5.0	1.2	20.1	62.7	14.5	1.0	0.4
	3. Matters of Choice	5.0	2.0	22.2	62.7	11.5	1.3	0.4
	4. Matters of Convention	5.0	2.5	28.7	53.7	12.9	1.8	0.4
<u>Functional Writing</u> The assignment is functional in nature. The student is required to write about a given situation.	1. Thought and Detail	10.0	1.3	19.0	68.0	10.7	0.5	0.5
	2. Organization	2.5	1.5	19.1	66.8	11.8	0.3	0.5
	3. Writing Skills	2.5	1.8	20.8	62.1	13.7	1.1	0.5
<u>Response to Visual Communication</u> The writing assignment is connected to one or more photographs and/or cartoons. The student is required to write about main ideas and techniques of visual communication.	1. Thought and Detail	5.0	1.0	13.9	54.2	27.9	1.8	1.2
	2. Organization	2.5	1.0	11.4	61.5	23.6	1.3	1.2
	3. Writing Skills	2.5	1.5	16.9	63.0	16.0	1.5	1.2

Note: The shaded portion represents the percentage of students who achieved or exceeded a SATISFACTORY level of performance.

EXAMINERS' COMMENTS

On Part A: Written Response, students are expected to express their ideas clearly, thoughtfully, and coherently, and to use supporting details to develop these ideas. Students should also demonstrate effective diction and syntax, and control of grammar and mechanics. Most students responded satisfactorily to all three writing assignments.

In answering the PERSONAL RESPONSE TO LITERATURE assignment, students demonstrated a clear understanding of the selection, an excerpt from "Leaf by Niggle" written by J. R. R. Tolkien. A variety of themes were chosen for discussion by the students, such as "Individuals are important when they can offer something to society," "The importance of the individual to society is a factor in recognition of self-worth," "Each of us is important: we can contribute to society through work, friendships and family." These themes were reflective of the students' warmth and awareness of human values. It was encouraging to note an improvement in planning in the students' work, and a parallel, perhaps resultant, improvement in organization, particularly in the use of transitions and the arrangement of ideas.

Many students achieving the acceptable standard summarized the selection, focusing on the differing views of the characters in the selection. Students achieving the standard of excellence understood, and responded to, the subtleties of the selection, providing insightful discussion of values and ideas. The majority of students gave a personal anecdotal response to the assignment. Students used quotations from the selection judiciously and, in many instances, thoughtfully.

Most students produced satisfactory work on the FUNCTIONAL WRITING assignment, which required students to write a letter of request. Most students used a polite tone; some students attempted a convincing and businesslike tone. The best letters were those that contained specific, relevant, and credible details. Many students achieving the acceptable standard used the information supplied in the assignment without elaboration. Less successful students omitted some of the significant details provided in the assignment. Students achieving the standard of excellence tended to provide additional plausible details; many of these students organized the information in original ways.

The level of achievement on the RESPONSE TO VISUAL COMMUNICATION assignment continues to improve dramatically. This assignment evokes ever better responses. The photograph used in the January 1991 examination depicted a Japanese grandmother and grandchild, carrying similar baskets. Their hands are clasped; there is evidence of a bonding. The photograph, which was deemed particularly appropriate by markers, elicited a variety of topics in the minds of students such as, "Contrasts between youth and age," "Importance of family relationships," "Handing down of traditions," "Technology versus tradition." Many students who discussed photographic choices or techniques did so in a more articulate and intelligent manner than have students in the past.

Students achieving the standard of excellence presented an insightful interpretation of the photograph in an effective, generalized idea. These students explained how the details in the photograph and the photographer's choices reinforced this idea.

Students achieving the acceptable standard tended to interpret the photograph in a conventional way, using generalized details for support. Some of the less successful students used the photograph as a springboard for their own imaginative narratives rather than analysing its message and visual impact.

PART B: READING (MULTIPLE CHOICE)

RESULTS

Results are in average raw scores.

Total Part B: 44.9 out of 70

Subtest Results:*

• **Course Content**

- Main Ideas/Details: 16.6 out of 25
- Relationship Between Form and Content: 11.5 out of 18
- Human Experience and Values: 13.0 out of 20
- Knowledge of Revision and Editing: 3.8 out of 7

* Readers are cautioned NOT to compare subtest results because the subtests are not of equal difficulty. Readers should compare these provincial subtest results with their own school results.

<u>EXAMINATION BLUEPRINT</u>				
Part B: Reading (Multiple Choice) has a value of 70 marks, one mark for each multiple-choice question. Each question is classified in two ways: according to the curricular content area being tested and according to the thinking (process) skill demanded by the question. The examination blueprint illustrates the distribution of questions in January 1991 according to these classifications.				
Question Type by Course Content	Question Type by Thinking Skills			Examination Emphasis (%)
	Literal Understanding	Inference and Application	Evaluation	
Main Ideas/Details	27, 34, 35, 47, 53	2, 3, 4, 5, 6, 10, 12, 14, 19, 32, 37, 46, 57, 61, 62, 67	8, 17, 36, 38	25 items (18%)
Relationship Between Form and Content	11, 48	16, 22, 23, 28, 49, 50, 55, 65, 66, 68, 69, 70	9, 13, 30, 51	18 items (13%)
Human Experience and Values		1, 18, 20, 21, 24, 25, 26, 29, 31, 52, 54, 58, 59, 63, 64	7, 15, 33, 56, 60	20 items (14%)
Knowledge of Revision and Editing	40, 44	39, 41, 42, 45	43	7 items (5%)
Examination Emphasis (%)	9 items (6%)	47 items (34%)	14 items (10%)	70 items (50%)

The following table shows question-by-question results and the keyed answers. There is a parallel table in the school and jurisdiction reports showing the percentage of students selecting each alternative. From this table, teachers can determine areas of strength and weakness in the achievement of their students relative to the province as a whole and, consequently, areas of strength and weakness in their programs.

QUES.	KEY	DIFF.*	QUES.	KEY	DIFF.	QUES.	KEY	DIFF.	QUES.	KEY	DIFF.	QUES.	KEY	DIFF.
1	D	30.3	15	C	81.6	29	C	89.3	43	C	54.2	57	B	61.8
2	C	88.7	16	B	76.4	30	B	75.1	44	C	47.8	58	A	70.3
3	D	69.4	17	A	80.7	31	A	61.1	45	B	58.8	59	C	38.8
4	B	64.6	18	C	57.7	32	D	77.6	46	A	42.7	60	A	53.5
5	D	60.2	19	D	92.5	33	D	47.4	47	D	51.3	61	D	50.7
6	A	69.3	20	D	63.6	34	C	56.0	48	A	75.6	62	B	68.2
7	A	84.5	21	C	70.2	35	D	66.7	49	A	71.7	63	C	51.0
8	D	78.8	22	C	87.0	36	B	42.9	50	B	55.7	64	C	73.8
9	C	65.4	23	A	76.0	37	A	60.7	51	D	55.8	65	A	46.4
10	D	78.0	24	C	65.7	38	D	32.7	52	C	73.9	66	D	40.4
11	A	76.2	25	B	89.6	39	B	48.7	53	D	65.1	67	B	58.4
12	C	76.9	26	A	81.8	40	C	50.8	54	C	43.7	68	D	41.9
13	B	45.3	27	C	93.3	41	B	50.5	55	A	43.0	69	B	61.0
14	B	73.8	28	D	83.1	42	B	68.9	56	A	68.2	70	A	75.8

*Difficulty – percentage of students answering the question correctly

EXAMINERS' COMMENTS

Some teachers were concerned that questions dealing with terminology would prove difficult for the students. In fact, the students did very well on the majority of these questions. Students receiving credit in English 33 are expected to have developed some understanding of the technical aspects of literature (a minimal understanding of terms is a curricular goal in elementary and junior high Language Arts as well).

The table below relates to four questions selected from the examination. For each question, three statistical references are given: the percentage of all students writing the examination who chose the correct answer, the percentage of students achieving the STANDARD OF EXCELLENCE (80% or higher, or A, on the whole examination) who chose the correct answer, and the percentage of students achieving the ACCEPTABLE STANDARD (but not receiving marks higher than 64%, or C, on the whole examination) who chose the correct answer. The comments following the table discuss some of the decisions that students made and some of the skills that they used to answer correctly.

Percentage of Students Correctly Answering Selected Questions
(Parts A and B Combined)

Student Group	Question Number			
	11	12	16	38
All students	76.2	76.9	76.4	32.7
Students achieving the Standard of Excellence (80% or higher, or A)	93.8	90.9	87.5	54.0
Students achieving the Acceptable Standard who received marks between 50% and 64%, or C	71.8	73.4	75.1	27.9

Questions

11. Which phrase contains a simile?

- *A. "on golden legs slim as dream things" (line 6)
- B. "swam with their heads high" (line 10)
- C. "With jagged ivory bones where wings should be" (line 12)
- D. "On silver wings leaving these broken two" (line 16)

Comments

Some teachers felt that question 11 was an easy question; others, however, were concerned that, since this question requires specific teaching of terminology, some students would not do well. (Figurative language is on both the elementary and junior high curricula.)

The question was very easy (76.2% of all students responded correctly). Students who achieved the standard of excellence did very well on this question: 93.8% answered correctly. Those who achieved marks between 50% and 64% also did quite well: 71.8% answered correctly. Of those students who failed the examination (a score of 49% or less), 54.9% responded correctly.

EXAMINERS' COMMENTS (continued)

Questions

12. The statement "The cries went out one day" (line 17) suggests that the
- A. speaker hoped that the wounded plovers had migrated
 - B. time for the plovers to migrate had passed
 - *C. wounded plovers had died
 - D. speaker stopped listening
16. In the statement "These walls are made of paper" (line 7), Don uses
- A. allusion
 - *B. exaggeration
 - C. understatement
 - D. personification
38. The UNDERLYING message of the article is that
- A. microwave ovens are dangerous
 - B. heavily processed foods have poor taste and texture
 - C. the food industry is creating many new products for microwave ovens
 - *D. traditional cooking is preferable to microwave cooking

Comments

Question 12 required students to interpret an abstract statement. Some teachers felt that the question would be difficult for those students "who do not think beyond the literal level." It is reasonable to demand that students "reach" a little. Students were well prepared to answer this question: 76.9% chose the correct alternative. Of the students achieving the standard of excellence, 90.9% answered correctly; of those achieving marks between 50% and 64%, 73.4% answered correctly; 48.7% of the students who failed the examination responded correctly.

Some teachers believed that question 16 would be very difficult; however, the students did very well (76.4% answered correctly). Of the students achieving the standard of excellence, 87.5% answered correctly; of those achieving marks between 50% and 64%, 75.1% answered correctly. Several teachers speculated that students would be drawn strongly to alternative A, "allusion," partly because allusion is an important-looking word. However, only 8.5% of the students achieving the standard of excellence chose this alternative; 15.9% of the students who failed the examination selected it.

Students found question 38 very difficult (32.7% answered correctly). Of the students achieving the standard of excellence, 54.0% answered correctly; of those achieving marks between 50% and 64%, 27.9% answered correctly; only 20.5% of the failing students answered correctly. Many teachers believed that students would find this question extremely difficult, noting that the students would likely choose one of the *explicit* messages of the passage, alternative A, "microwave ovens are dangerous," rather than the *underlying* message, alternative D, "traditional cooking is preferable to microwave cooking." This prediction was in fact borne out by the results: 51.4% of the students achieving marks between 50% and 64% chose alternative A; 37.0% of the students who failed the examination selected A.

The results of this question clearly indicate that students must apply thinking skills rather than giving only superficial consideration to the task set by the question. It is important that students read the questions and alternatives very carefully and that they check the text to confirm their choice of answer.

Students who achieved the standard of excellence on the examination as a whole demonstrated that they consistently read the selections and all parts of each question carefully and thoughtfully. Results indicate that students who verify their answers by reading the text carefully are usually successful.

For further information, contact Gloria Malick, Tom Dunn, or Elana Scraba at the Student Evaluation Branch, 427-2948.

